

Examiners' Report
June 2012

GCSE Geography 5GB3F 01

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Introduction

This year's entry was higher than any so far, a situation created by the popularity of the topic among both teachers and candidates. Whilst previous topics have demonstrated good candidate knowledge, this year's provided a cohort of candidates who clearly knew a great deal about London's 2012 Olympic and Paralympic Games. Knowledge of both the geographical nature of the 2012 Games, together with detailed knowledge about the area of east London in which they took place, ensured that examiners reported widely on the quality of candidates' geographical knowledge and key terms.

The vast majority of candidates had been very well prepared and were able to refer their way through the Resource Booklet with ease. Most possessed a very good geographical vocabulary so that terms such as 'deprivation' and 'regeneration' were widely used in a range of contexts by candidates across several answers. The Resource Booklet had been very well used in the preparation of candidates; the widespread use of the 'Ning' for this specification again resulted in several members posting lesson resources and mock test papers for others to use. This is very pleasing indeed and reflects a considerable amount of creative planning and also assessment experience among teachers of this specification.

There was once again real evidence of candidates making linkages across the specification, particularly to Unit 2 Topic 5 (Changing Urban Environments). This was one of the original purposes in developing this specification, and it is pleasing that teachers are encouraging candidates to make conceptual links. One particular feature of note was the detailed knowledge and understanding of 'sustainability', and especially this year its economic and social, as well as environmental, dimensions.

Far fewer candidates showed evidence of struggling with timing this year compared to previous cohorts; there were gaps and rushed answers, but not to the extent seen in previous years. Teachers are clearly giving very sound guidance and practice in preparing their candidates for this examination.

However, a minority do run short of time, particularly in answering Questions 3a and 3b, which could often be traced back to the level of detail given in earlier answers. Examiners continue to advise teachers to help candidates by preparing them using timed writing exercises. Paying attention to time in respect of, first, broadly equal allocation of time across the three sections, and, second, using space as guidance for how much to write, ought to help candidates. This is particularly true where candidates write well-rehearsed answers for Questions 3a and 3b first, often exceeding the space and writing on extension sheets, only to find that they ran short of time and failed to complete Section B.

Once again, in spite of many positives, there remains a 'tail' of candidates who were less well prepared. A few candidates use Questions 3a and b as an opportunity for polemic rather than using evidence as a basis for making decisions. Less able candidates used tabloid-style 'keep young people off the streets or they'll turn to a life of crime' rather than referring to the need for affordable housing, for example, to housing data in Section B of the Resource Booklet.

However, there was much less evidence of candidate fatigue, reflecting the maturity of candidates and their motivation for the topic. Teachers are encouraged to do all they can to ensure that candidates go into the examination with the aim of completing every question. Brief attempts at questions can be rewarding, particularly in the early stages of the examination where shorter questions in Sections A and B may not require full sentences; for example, candidates who, for question 2(a) wrote, 'Newham has a more youthful population whereas the UK has a more ageing population' were credited with two marks, just as if they had written fuller sentences with supporting data.

Question 1 (b)

This question was completed much more successfully than a similar style of question on Australia in 2010. Like many subsequent questions, it demonstrated that candidates had internalised knowledge of the data about London's 2012 with some ease.

Question 1 (c) (a)

Almost all candidates were able to locate the feature correctly.

Question 1 (c) (b)

Almost all candidates were able to locate the feature correctly.

Question 1 (d)

This question was generally done well, with good evidence of candidates developing points to score the full 4 marks. Most candidates were able to identify reasons for the distribution of the Games outside London, such as a lack of space in the Olympic Park for sports such as rowing. Most common was specific reference to sailing and mountain biking events. There was sound knowledge of the reasons behind the various locations of events and most were able to name examples of stadia outside London and their uses. There was common reference to existing football stadia, with many naming particular locations, such as Old Trafford in Manchester, or Hampden Park in Glasgow. Many used the existence of suitable venues outside London, with the economies that this involves as well as meeting the aims for sustainability, and the potential for involvement of the whole country in the Games.

There was also evidence of good linkage to material elsewhere in the Resource Booklet, such as the potential for traffic gridlock in London caused by the Games, thus explaining why the games would be spread outside London. Some candidates used examples of events from the Resource Booklet but failed to pick out specific venue names.

(d) Look at Figure 2 in the Resource Booklet.

Suggest **two** reasons why some 2012 Games' events are being held outside London.

(4)

1. Because they want to make it as green as possible. So they would rather use an existing building/venue rather than have to building a brand new one. Such as 'Eton-Dorney rowing lake. They would have to build anything for it and Hampden Park, Glasgow, football group matches.
2. to spread people all around the country, so that not everyone is crammed into London because that will cause congestion and could cause problems.



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Examiner Comments

This answer was a very good example of a candidate making the most of a 4-mark question. Part 1 gained 2 marks for 'use an existing venue' with an example (Eton Dorney). Note that the addition of other examples did not increase the mark. In Part 2, 1 mark was awarded for 'spread people ... crowded into London', and the second mark for a developed point 'because that will cause congestion ...'.



ResultsPlus
Examiner Tip

If you are asked to give two reasons for 4 marks, that usually means 2 x 2 marks. Part 1 of this answer gains 2 marks for 'use an existing venue' (1 mark) with an example (Eton Dorney - 1 mark). Note that the addition of other examples does not increase the mark. So limit the amount that you write; it could save you valuable time.

Question 1 (e)

Most candidates demonstrated a clear understanding of this question, using evidence from the Resource Booklet to give supporting evidence. The most common answers included discussion of Stratford's rail and road networks. The best answers were those that clearly developed points, for example, where proximity to London City Airport and international rail links could meet the needs of international visitors. Some candidates had good knowledge of road and rail links that connected Stratford with particular cities. More able candidates were able to give examples of road links across the country by naming places and reasons for the games to be spread around the country.

There were however a number of cases where candidates had misinterpreted the demands of the question and lifted material verbatim from the Resource Booklet rather than developing two pieces of evidence. For example, Stratford's 15 bus routes and their frequency was copied out without further reference to the importance of these for local people in London. Candidates who did not achieve full marks generally lost marks by not developing points, or by listing points without substantiating further.

(e) Look at page 8 and Figure 4 in the Resource Booklet.

Outline **two** pieces of evidence to show that the Olympic Park in Stratford has very good transport links. (4)

1 From Stratford there are tube lines to central London within a 10 minute distance and a lot of people will be coming to watch the games from central London and will be leaving the games and returning there.

2 There are connections to Heathrow and Gatwick airport via tube and train lines which means the people coming from abroad to watch the games can easily get there.

(Total for Question 1 = 15 marks)

TOTAL FOR SECTION A = 15 MARKS



ResultsPlus

Examiner Comments

An excellent textbook answer which exemplified how to develop two points in order to get 4 marks – in the first instance by explaining the significance of tube and rail links into central London, and the second by explaining the importance of connections to two of London's airports.



ResultsPlus

Examiner Tip

Look at how this answer develops two points. In part 1, the candidate mentions transport links into central London (1 mark) and justifies this by saying how much easier these make it for people to get to Stratford (1 mark). It's important that you learn how to develop points.

Question 2 (a)

Candidates responded well to this question; there were very few blank answers. This is the third year in which age-sex diagrams have been used in the Resource Booklet; it is reasonable to expect GCSE candidates of almost all capabilities to be able to interpret these, and most did so successfully. Most candidates interpreted the age-sex diagram and identified clear differences between Newham and the UK. There were a range of successful approaches; some identified general patterns such as 'Newham has a higher birth rate', whilst others chose to select particular age groups where differences were stark. The best answers used data to evidence patterns, which were credited and allowed some candidates to gain 2 marks for making one correct comparison.

The most common errors occurred where candidates failed to use comparative terms (e.g. 'Newham has fewer older people'), describing instead just the pyramid for Newham (e.g. 'Newham has a youthful population'). A few candidates were muddled and described ethnic diversity, or compared age patterns of women to men across Newham rather than comparing to the UK average.

Section B – Getting to know east London

2 Use Section B in the Resource Booklet to answer this question.

(a) Look at Figure 5 in the Resource Booklet.

Identify **two** differences between the population structure of Newham and that of the UK.

(2)

1 there are less elderly people in Newham than the UK.

2 there are more young people in Newham than the UK.



ResultsPlus Examiner Comments

Two simple comparisons for 2 marks
– this candidate almost made it look simple by seeing the obvious patterns.



ResultsPlus Examiner Tip

You needn't look for complex ways of answering a question – this candidate just picks out two simple comparisons. Remember – always use terms like 'more' or 'less' if asked to compare two sets of data.

Question 2 (b) (ii)

This question was almost always done well. Most showed a good understanding around low income/deprivation and rising house prices, together with knowledge of gentrification and inward migration. Most frequent answers referred to the increasing desirability of east London with the development of the Olympic Park, or that house prices had risen in an area of deprivation. Some got to the answer in a roundabout way, writing over the 2 lines. Many could have answered a 2 mark 'explain' question. Marks were awarded when 'high rent' was shown although stating 'high mortgage' as a reason on its own did not score the mark.

A number of candidates commented on the recent 'recession' as a reason, which were not evidenced in the Resource Booklet, and of itself not a reason that could be credited, together with Newham as a 'densely populated area'. In general this would imply that candidates understood the issue but are not always able to communicate well enough to score the mark.

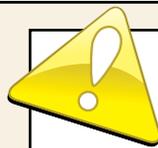
(ii) Give **one** reason why housing in east London has become harder for local people to afford in recent years. (1)

Because house prices in east London has risen since London was awarded the 2012 games.



ResultsPlus
Examiner Comments

This is a good example of a 1-mark answer; it gets straight to the point.



ResultsPlus
Examiner Tip

On short answers (1-2 marks), it's quite acceptable to start an answer with 'Because'. Just write the reason down and move on to the next question.

Question 2 (c)

This question discriminated far more than other multiple choice questions. Although done successfully by large numbers for both marks, candidates are reminded that they should go into the examination knowing how to use and refer to data tables.

Question 2 (d) (i)

Although in general this question was done successfully, many candidates focused on listing statistics, e.g. the creation of 7000 temporary jobs, without developing the answer to say what these jobs were or for what purpose. Many could identify construction as the key job created, or lifted 'supplying materials' as a development from the Resource Booklet. If examples were provided, e.g. to help in the cafe, sell merchandise, or stewarding, then both marks were awarded. It was a shame that fewer candidates were able to think beyond what was in the Resource Booklet, e.g. those jobs created during the Games themselves. There were also few references to more specific roles such as soil cleaning, or jobs improving the environment such as the tree planting programme.

Teachers are encouraged to remind all candidates that a 2-mark question does require some kind of development through the use of a statistic, or expanding on the statement in some way.

A few candidates missed the time sequence, and discussed job creation during the London Docklands regeneration, thus failing to get any marks.

(d) (i) Outline **one** way in which jobs have been created by the development of the Olympic Park. (2)

Around 7000 temporary jobs were created, such as those who supply materials and people who are in construction jobs.



ResultsPlus Examiner Comments

This answer specified two points about construction and supplying materials.



ResultsPlus Examiner Tip

Remind candidates that in a question asking candidates to 'Outline', they can expand a single statement or specify two ways in which (in this case) jobs were created.

If a question asks you to outline something for 2 marks, then either expand one statement with an example, or – as this candidate does – give two examples of jobs that are asked for in the question.

Question 2 (d) (ii)

Like Question 2di, most candidates identified relocation of companies from the site of the Olympic Park as the key factor in employment loss, but did not follow this idea through, thus gaining 1 mark rather than 2. Those who did gain the second mark most commonly identified fewer local jobs as a result of demolition and relocation of companies and gave Forman's smoked salmon factory as an example for a second mark. Some successfully explained the implications for workers being unable to reach new premises if companies moved too far away.

As with Question 2di, a few candidates missed the time sequence, and discussed the closure of the Port of London and factories in the Lea Valley from the 1980s, thus failing to get any marks.

(ii) Outline **one** way in which local jobs have been lost by the development of the Olympic Park. (2)

They had to relocate 280 companies which means it further from where people live so ~~at~~ they could not ~~at~~ so to where their company was relocated.



ResultsPlus Examiner Comments

This candidate expanded on the basic statement that companies had to be relocated by explaining a consequence. Encourage candidates to expand on statements by using phrases such as 'which means' or 'so that' in order to get the second mark.



ResultsPlus Examiner Tip

Learn how to develop your points to get both marks in a 2-mark question. This candidate shows how companies have to be relocated for 1 mark, and then explains a consequence using the connecting phrase 'which means' for the second mark.

Question 2 (e)

This answer enabled many candidates to score 2 marks, but relatively few scored the full 4 marks. Many candidates were aware of the environmental improvements in creating the Olympic Park. Most focused on reducing pollution (e.g. from the river, canal system, or soil) and clearance of features such as derelict factories. Development of points was weaker. Most referred at some stage to environmental improvements such as fauna (commonly mentioning re-homing of newts) and flora (e.g. tree planting programmes). Surprisingly, very few referred at all to the function of the area for people such as the value of the Olympic Park for recreation, or use of canal paths for walks.

Less able candidates simply listed undeveloped points and found it more difficult to score well. Some simply lifted information (e.g. the planting of trees) without explaining its implications (e.g. in creating a pleasant leisure environment, or as a habitat for many insects or birds). A few candidates confused environmental improvements with economic.

(e) Describe **two** ways in which the local environment has improved as a result of the development of the Olympic Park.

- (4)
1. Over 4000 trees and 400'000 other plants were planted in the Olympic park providing habitats for wildlife as well as this ponds, woodlands, bird boxes and bat boxes have been built.
 2. An 'Soil Hospital' hospital was created to clean ~~toxic~~ tonnes and tonnes of ~~so~~ contaminated soil which ~~can~~ could then be used on the Olympic park which saves cost from getting soil shipped in.



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Examiner Comments

An excellent answer. Both points are well developed and the candidate could have got more than the 4 marks had they been available. The first point was well developed: 'tree planting' linked to providing a 'habitat', plus additional detail about features such as bat boxes. This gained three marks, showing that candidates need not always split marks 2:2. The second point was also well developed; 'soil hospital' was developed to show how it was needed to clean 'contaminated soil' for a second mark, with a third mark for its cost saving. These were each very good examples of well-developed points; this kind of writing would suit Higher Tier just as well.



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Examiner Tip

You can get 3 marks for one point; marks aren't always split 2:2 on 4-mark questions. Look at how this candidate does it; 'tree planting' is linked to providing a 'habitat', plus additional detail about features such as bat boxes. Look at the second point and you'll see how that too is well developed. Try to aim for this kind of writing for 4, 6 or 9-mark questions, as well-developed points like this are needed to help you get to the top marks.

Question 2 (f)

This was the first time that an activity had been provided in the Resource Booklet, and it was clear that most candidates entered the examination prepared to discuss what they felt had gone well or badly. Almost all candidates understood the demands of the question clearly, and many used the statements in Figure 29 to help structure their response. It was clear that many of the candidates had been taught this part of the paper well and had good recall from their preparation.

That said, the question did discriminate very well, with relatively few candidates reaching Level 3, and the majority in Level 2. Most were able to discuss what they felt that London was 'doing well' or 'very well' or otherwise. However, it was a shame that few candidates actually used their scores for a selection of the statements to justify their choice of statements. Most commonly, criteria 1, 2, 3 and 8 were selected as areas where London was doing well, and most chose criteria 9 or 10 as doing badly. The most common answers included information about the design of the Olympic buildings with regard to minimising water consumption. Many candidates used information from the Resource Booklet to discuss attempts to protect and encourage animals and plants on the site.

Often, the first part of the question was answered better than the second. There was some good development about this, including the use of census data from the Resource Booklet to evidence the need, together with some fairly passionate answers. Most commonly, weaknesses featured the need for affordable housing. Many less able candidates answered the question by simply copying statements from Figure 29, without adding any examples. Less able candidates failed to write developed or well developed statements, just giving unsubstantiated points. A few ran out of time in cases where they had begun the examination by answering Question 3a and 3b. Others simply express their own opinion without substantiation. A lot used up much of the space in repeating the question which left little room for development.

*(f) Look at Figure 29 on page 25 of the Resource Booklet.

(6)

- (i) Outline **two** ways in which **you** think the 2012 Games are 'doing well' or 'doing very well' in meeting the aims for sustainability (Figure 29).

1 They are 'doing well' with minimising waste, and encourage recycling. Figure 28 shows the Olympic stadium roof - made out of unwanted gas pipelines. This shows that they are using unwanted materials so that they do not go to waste.

2 They are also 'doing very well' ~~to~~ to create an effective public transport system, making all areas accessible. Figure 4 shows all the different connections by trains and undergrounds from the Olympic village to various airports and other major places

- (ii) Outline **one** way in which **you** think the 2012 Games are 'doing badly' or 'doing very badly' in meeting the aims for sustainability (Figure 29).

They are 'doing badly' in creating affordable housing and rents, within reach of everyone. Figure 24 shows some of the new

flats built by private developers since 2005 which has rising house prices which are not affordable for the local people of Newham.

(Total for Question 2 = 20 marks)

TOTAL FOR SECTION B = 20 MARKS



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Examiner Comments

This was a very good 6-mark answer. Each of the three points was developed and exemplified to illustrate the criteria. As an example, the first point extended the statement further to become well developed; the use of gas pipelines was stated as an example of how London was meeting the criterion stated. It was then developed with 'this shows that they are using unwanted materials' and continued further with 'so that they do not go to waste'. This kind of well developed statement can help a candidate get to the top of Level 3. Markers were instructed that two statements of this quality could get a candidate to Level 3. In the main, most candidates that reached 6 marks did so with three developed statements, rather than developing them well like this candidate.



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Examiner Tip

Note how this candidate makes each aim about sustainability clear, uses an example to illustrate how London is meeting this aim, and expands it further. This is how you should try to develop statements, as this is the way to get to Level 3.

Question 3 (a)

It is often this particular question, in which candidates know that they will be asked to justify some kind of choice of option from Section C in the Resource Booklet, which discriminates more widely than any other on the paper. Many candidates wrote at length, and the best were of a quality well above the maximum C grade offered for this Tier. A few candidates used social options rather than economic, but these were few; those who did so were limited to the top of Level 2.

The majority of candidates responded with economic benefits of their chosen option. The majority selected either Options 1 or 3 and focused their advantages around the number of jobs that might be created for the local community. There were a few blank answers but less than in the previous two years. Many candidates understood how and why Newham suffered deprivation by this stage of the examination, and discussed this sensibly. Several quoted from the Resource Booklet, e.g. about levels of unemployment and % of people without qualifications. Disadvantages of each option were answered well, with most candidates focusing on the jobs market and the lack of highly skilled workers in the area, and were able to reference this fact to specific data, e.g. about Newham's semi-skilled and unskilled workers.

That said, there was some confusion among some candidates about the meaning of 'Technology Park' and how it might relate to the needs of local people, and similarly with the concept of a 'Green Park'. A number of candidates viewed the 'Green Park' as open space with swings and roundabouts, which compromised their ability to answer the question. Others felt a Sports Park would cure the nation's obesity problem. Similarly, only a few candidates at the top end discussed anything other than economic advantages, and it was often those candidates who scored highly. Many candidates only gave one advantage which meant they were limited to the top of Level 2. Most did not make full use of economic indicators mentioned in the Resource Booklet.

Some responses were superficial and expressed in basic language, particularly in relation to a Technology Park (e.g. 'we have enough companies like Google and Facebook' or 'locals aren't qualified for this type of job') instead of considering how people might aspire to increase aspirations. Basic language limited some candidates; few added their own geographical terminology, e.g. quaternary and tertiary employment. Candidates should be reminded to use geographical terminology wherever possible because there will always be ample opportunity to do so. Occasionally, poor spelling and grammar let candidates down and prevented the award of full marks even when content was there.

Section C – The Legacy of 2012 – Options for the future

3 Look at the options on pages 26–27 of the Resource Booklet to answer **Section C**.

*(a) Choose **one economic** option (1, 2 or 3) which you think would be best for the people of east London. (9)

Economic option chosen: 3

(i) Explain the advantages of your chosen option for the people of east London.

Those who do not have a job and suffer of unemployment would have a job in creating a world-class sports park. Once the sports park is built, the young people in Newham would be able to either take part in the events held there or to get a job in helping with

certain aspects of the park. As major national and international events would be held in the park, this would boost the local economy as many tourists and spectators would arrive to the variety of sporting or leisure events.

(ii) Outline why you rejected the other **two** economic options.

The development of a new Technology Park is not really ~~meed~~ meeting the needs of the people of east London. The development of a green park ~~for jobs~~ will not boost the economy in any way as this option is edging more towards sustainable employment and ~~was~~ research. Both options (one and two) are not continuing the legacy of the 2012 games which does not attract many people into the area which damages the UK's reputation. The legacy of the 2012 games are continued by creating a world-class sports park as other events related to sports ~~and~~ will be held at the sports park.



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Examiner Comments

This answer didn't necessarily start very well; there were two developed points (how the sports park could lead to jobs, and the boost to the local economy), but the language was general rather than detailed.

However, the reasons for rejection developed more ideas, so that the development of the green park (whilst not fully accurate in its interpretation) was explained clearly enough to produce a well-developed point. Finally, the legacy argument (that neither options 1 or 2 continue the legacy) helps to round off the argument well. The coherence of the response was sufficient to earn this the full 9 marks.

The structure of this answer and the fact that four points are either developed or well developed was sufficient to meet the criteria for the top of Level 3.



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Examiner Tip

If you are asked to explain reasons for a) supporting or b) rejecting a choice of option, make sure you remember to develop your points. Look at the last sentence of part a(i) - 'this would boost the local economy' is developed further with the next phrase 'as many tourists and spectators would arrive ...'. 2-3 developed points like this, plus a well-developed point (like that explaining the lack of legacy in part a(ii)) is enough to earn the full 9 marks.

Question 3 (b)

This question scored more highly than the final question in previous years, perhaps attributable to the layout which was intended to help candidates structure their writing. Some candidates did not refer appropriately to the UK but instead discussed Newham. There were some heartfelt answers, particularly in relation to part (b), and some good references to the current economic climate, the controversial issue of the 'buy to let' or 'right to buy' market, and several mentions from recent news events about moving people to Stoke as housing benefits are reduced. Many chose Option 6, and its potential for improving sports achievement in the UK. Other candidates selected Option 5 and linked it to the lack of affordable housing across the UK. Many good candidates were able to quote the fate of the Clays Lane residents, and the level of deprivation within Newham. Many candidates linked their choices back to the aims for sustainability, and discussed the pros and cons of providing high skilled jobs in the area of Newham. They understood the benefits of developing a world-class education facility for the UK as a whole.

That said there were several examples whereby text was lifted verbatim from the Resource Booklet, which limited candidates to Level 1. Some misread the question, and did not link part (a) to the UK. More commonly, weaknesses stemmed from a lack of data and specific evidence from the Resource Booklet to support points made, and responses were generalised.

QWC was often rather weak for this answer, typically caused by pressures of time. Many used bullet points, rather than continuous prose. The most that received low Level 3 (5) rather than a high Level 3 (6) was because of poor QWC rather than 'good' QWC including SPG.

*(b) Choose the **social** option (4, 5 or 6) which **you** think would be best for each of the following.

Give reasons for **each** choice.

(6)

(i) The UK as a whole.

Social option chosen: 6

This would benefit the UK as a whole as ~~the~~ people throughout the UK could attend creating a legacy as ~~the~~ people would become more educated and have something to aim for. There is nothing else like it in the whole of the UK so would be an amazing opportunity for those who want this. It would also encourage sports across the UK and students could use facilities in the Olympic park so they do not go to waste.

(ii) Low income families in Newham.

Social option chosen: 5

These families need these homes none of the other options are needed at all they are just choices. Figure 23 shows just how deprived Newham is compared to the rest of the UK house prices have risen while incomes stay the same ~~therefore~~ which is unfair and die

to gentrification. Moreover much of Neham is densely populated so building 10,000 extra homes would change this. It would also help them meet the aim to benefit all communities for sustainable development. (Total for Question 3 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS

TOTAL FOR PAPER = 50 MARKS



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Examiner Comments

This response was awarded 6 marks because of its coherence and well-developed points in each of parts (i) and (ii). The argument for a world-class sports university (there is nothing like it in the UK, the opportunity, and encouragement of sport) was well developed and would automatically take this answer to low Level 2 by itself. Part (ii) was a passionate argument about affordable housing and was also well developed - distinguishing need from choice, and the explanation of gentrification and its link to sustainability. The coherence and use of geographical language made this an easy candidate for 6 marks.



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Examiner Tip

This answer shows how well you can do if you stick with one idea and explain it fully. To get to Level 3 on a 6-mark question, you need either two well-developed points (as this answer shows) or three developed points. Look at how this candidate strings the points together well to form an argument for the world-class sports university in b(i) and affordable housing in b(ii).

Paper Summary

The following points may prove helpful to teachers, both as feedback to candidates for this examination, and in advising candidates in future years:

Mark allocation

Questions of 5 marks or fewer are point-marked; those over 6 marks are levelled. Statements that make points clearly will be credited. However, one feature common to both point- and level-marked questions is the need to **develop** answers. Even where a question asks for two statements for 4 marks (e.g. Question 1d), markers are instructed to credit developed answers that extend beyond basic statements. For example, in that question, 'London doesn't have space or appropriate spaces to cope with every event (1) such as sailing (1)' earns 2 marks as shown; further extension of the answer could result in a well-developed response, such as 'so that the organisers decided to locate it in Weymouth (1)'.

Developed answers can be achieved by using:

- exemplification, in this case the use of sailing as an exemplar of lack of appropriate locations in the Olympic Park
- consequences, in this case resulting in the decision to locate sailing in Weymouth.

In the case of well-developed answers, 3 marks can be achieved for developing a single factor. The guidance points given in the structure of some questions is there to assist candidates; markers are instructed to credit fully developed answers.

The importance of developing statements cannot be over-stated; markers look for developed answers in looking for evidence of candidate achievement above Level 1, and for well developed statements as evidence of achievement in Level 3.

Timing

The paper is 60 minutes, though the majority of candidates did complete the examination this year, including some high quality candidates who wrote at length. It will help prepare candidates for future examinations if teachers:

- practice timed answers with their candidates
- help to keep candidates focused on the requirements of questions, such as focusing upon command words.

Key terms

The italicised terms are central to the issue in the examination. It is less important that candidates rote learn definitions of these terms than they understand their meaning and sense. With about 40 italicised terms in this year's Resource Booklet, only one was directly assessed by definition, but examiners do expect to be able to use the terms in questions, and candidates are expected to be able to use them as evidence towards the assessment of Quality of Written Communication (QWC), of which geographical language and terminology is an important element.

'Lifted' material

Some candidates wrote at length, but 'lifted' material directly from the booklet, or in ways that did not actually process the data. For example, many candidates asked to describe how well London was meeting the criteria for a sustainable Games for Question 2 (f), simply 'lifted' (i.e. copied verbatim) a number of statements from Figure 29 in the Resource Booklet, and gained few if any marks for doing so. A slightly paraphrased response might otherwise have gained credit by mentioning:

- planting 40 000 trees, resulting in an improved environment the creation of a 'soil hospital', resulting in reduced pollution
- the eviction of the residents of Clays Lane, adding to the problem of deprivation.

Some candidates merely listed some of the sustainable criteria, without any development or exemplification to show how well or less well these had been achieved. Teachers are encouraged to help candidates learn how to use evidence from the Resource Booklet in developing their answers.

Candidates who lift material verbatim from the booklet and no more (as opposed to using details as evidence) restrict themselves to Level 1 in the mark scheme. By contrast, even brief but nonetheless focused answers of just a few lines can access at least the top of Level 2. Encourage candidates to write less but in a more focused way directed at the question.

Handling Section C

Teachers can prepare candidates in developing reasoned answers for questions in Section C. Options in Section C of the Resource Booklet will always form the focus for Section C in the examination. Pre-prepared learned answers are not always helpful, because candidates may find the actual questions different, but those who practise reasoned and well-evidenced analysis of the options do stand out. Similarly, teachers should not encourage candidates to believe that there is any preference shown by markers towards particular options. In every case, the options are real ones proposed by real organisations; none are 'fictionalised' for the examination. Encourage candidates to take an individual view, and discourage them from thinking that there are any 'right' or 'wrong' options.

Preparation

Finally, it is important that candidates enter the examination having had the benefit of 12-15 hours preparation. Evidence over three cohorts (including a trial examination in 2010) shows a clear correlation between high standards reached by candidates in schools with the required preparation time, and much lower performances of those with less. Similarly, the publication of the Resource Booklet, and a PowerPoint of all the images contained within it, enabled some teachers to draw upon London 2012 as an example for use in teaching Unit 2 Topic 5 ('Changing Urban Environments'), thereby preparing candidates even better.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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